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papers of Montreal, New Orleans, Quebec; representation by children of dramatic incidents chosen from their reading.— 1 ¼ hours per week.

Seventh grade.— French Crusades; Robert le Diable; Guillaume le Conquérant; Renaissance; reading Marguérite de Valois, François I.—1 ¼ hours per week.

Eighth grade.— Reading; histoire; La Gaule; Jeanne d'Arc; Michelet; extracts; Lamartine; Victor Hugo; representations of Les Mystères; de Joinville, Froissart; Les Troubadours—Richard Cœur de Lion; Bertrand de Born; Bertrand de Ventadour; Chanson de Roland; Le Saint Graal.—1 hour per week.

MODEL SCHOOL.

THE KINDERGARTEN.

BERTHA PAYNE AND MARY HOWELL.

THE work and play will be centered around the activities of home life, especially those that tend toward the securing and preparation of food. Some of the allied activities outside the home will be taken up. The children's attention will be directed to the production, transportation, and delivery of foods, chiefly fruits, vegetables, milk, and eggs. This will be begun by letting the children represent their own homes by building, and in other ways. As occasion demands, excursions will be made to a grocery store, a market garden, a farm, a dairy, and to the docks and freight houses.

History.—The homes of the children: Arrangement of rooms, furniture, and equipment of kitchen, pantry, and dining-room, fire making, and cooking. The grocery store, and its means of displaying, selling, and delivering of goods.

Geography.—The routes from homes to school, from the school to the park, to the lake, and to the car tracks, depots, and docks. Transportation of fruit, milk, and vegetables, by boat and train. The direction of the farm, the fruit orchards of Michigan, and the routes of boats coming loaded from Michigan.

The lakeshore and what is found there—sand, pebbles, and cobblestones. The pond in the park, and its shores, contrasted with the lake, the best place for sailing toy boats found.

Nature study.—This will be of the most informal character. Familiarity with many living creatures, interest in some of the less subtle of life processes, and an attitude of nurture and wonder will be the main things to be established. The children will be given something to do for the pets, and something to do with and for plants. The observation resulting from this working with live things will be used to carry the children farther in investigation.

Care, feeding, and watering of pet squirrels and other pets brought to the school. Watering and weeding the garden planted in the spring quarter by the kindergarten children; gathering, shelling, and cooking of peas and beans. Planting lettuce and radishes. In their walks to the park the children will learn to know the more common birds to be found there, and, if possible, their nesting places and nest building. The effect of heat and light upon plants will be noticed, also the amount of water needed by the house plants each day. In the cooking, some facts will be observed. The amount of juice in one lemon; the dissolving of sugar and salt; the boiling point of water; the composition of steam, and many other points will come under close observation, although they will not be treated experimentally or scientifically. The effort will be rather to see *what* happens and *how*, than *why*.

Building.—Houses, rooms, furniture, kitchens in detail, stores, wagons, trains, boats, docks, crates, and boxes.

Making.—Shovel for use in sand pile and at lakeshore; toy wagon of cardboard; boat of wood.

Modeling.—Marbles, dishes, fruits, and tiles for use as tea stands, animals.

Painting and drawing.—Pictures of events seen on the trips and excursions. Illustration of stories. Record of the growth from the seed of radish and lettuce, fruits and vegetables.

Weaving.—Mats of manilla and leatherette for the table; lunch basket of raffia. Slat weaving: Fans for visitors, trellis for climbing plants, fence about farm in miniature.

Folding.—Napkins for the lunch table; paper hats for a party; baskets for flowers; sailboats, rowboats, and toy furniture.

Cooking.—Peas and beans, cereals, candy; making lemonade and fruit salad.

Songs.—E. Smith, "Good Morning," "Sunshine Song," "Setting the Table," "Milking Song," *Songs for Little Children;* "The Woodpecker," *Primer Modern Music Series;* "Garden Song," *Songs and Music of Froebel's Mother-Play.*

Games.—Dancing game, Cat and Mouse, Hide the Stone, ball games, wandering game, Drop the Handkerchief, The Bees' Market.

Stories.—Andersen, "Five Peas in a Pod," "Ida's Flowers," "The Ugly Duckling;" "Fanny's Menagerie," "Lydia Maria Child," *Rainbows for Children;* "Three Beans," "Who Stole the Bird's Nest?" "The Secret," "Cinderella."

Plays.—Dramatizations of stories and plays founded on housekeeping and transportation.